

1922



University of the State of New York Bulletin

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ALBANY, N. Y.

MARCH 15, 1922

STATE-AIDED HIGH SCHOOL DEPARTMENTS OF HOMEMAKING

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STATE-AIDED HIGH SCHOOL DEPARTMENTS OF HOMEMAKING

PURPOSE OF THIS BULLETIN

This bulletin would direct attention to the requirements of the Education Law, as amended to May 1922, in so far as they relate to state-aided high school departments of homemaking, and to the regulations and recommendations of the Commissioner of Education in respect to such schools. Additional information as to this type of vocational education may be secured from the Director of Vocational and Extension Education, State Education Department, Albany, N. Y.

The general bulletins issued by this Division are as follows:

- 1 State-aided Evening Vocational Schools
- 2 High School Departments of Vocational Agriculture
- 3 State-aided High School Departments of Homemaking
- 4 The General Industrial School
- 5 Unit Trade and Technical Schools
- 6 Part-time or Continuation Schools

NEED AND PURPOSE OF THE HOMEMAKING DEPARTMENT

The need of training for homemaking is obvious and has been demonstrated during the recent crisis by the large numbers of housekeepers who took advantage of the opportunities of increasing their knowledge regarding foods, clothing and home management, offered by the state and federal governments.

Since homemaking is an occupation which practically all women pursue for varying periods of time, it is the desire and duty of the State Department to encourage local communities to provide training for this occupation in the public schools. Some of the courses in foods, clothing and home management now being offered in our

public schools fail as a whole to reach the large majority of our young girls. Many such courses are so meager that the educational results are reduced to a minimum.

The purpose of the homemaking department is to offer to pupils of secondary school age a well-rounded course embodying the general principles of household organization and management with opportunity for laboratory practice. It is hoped that homemaking will, in due time, be a general course for high school girls who are not planning to enter a classical college or preparing for office positions. The course as planned will not only prepare the girl to manage her home, but will also lay a foundation for wage-earning occupations which have their origin in the homemaking activities.

Experience has shown that girls who have pursued the work of the various homemaking schools have developed an appreciation of the problems of the house, both family and institutional, and have displayed an interest in civic and industrial conditions. They have demonstrated powers of organization and have exhibited awakened initiative, growth in judgment and ability to discriminate.

PRINCIPLE UNDERLYING STATE AID

In order to stimulate and encourage communities to organize homemaking departments in high schools, the amended vocational law increases the amount of state aid. Under the terms of the law it is now possible for any locality to organize a homemaking department independent of either the agricultural or the industrial departments, or schools, and to receive state aid on the same basis as an independent school, except in certain cases where agricultural and homemaking departments conducted in the same school are defined under the law as constituting a single vocational school. Many localities may be enabled to organize a homemaking department by reason of the additional aid.

PRELIMINARY INVESTIGATIONS

The local home needs should always be taken into consideration in the organization and conduct of a homemaking department. To this end a study of local conditions may well be made before such a course is planned. This study will include the home attitude toward and local activities connected with homemaking education, the factors existing in the school system, and the probable vocations

of its young women. In practically all communities there will be groups of young women whose immediate vocation after leaving school will be that of keeping a home.

COURSE ACCREDITED FOR COLLEGE ENTRANCE

Pupils who complete the homemaking course in any high school and who receive the academic diploma in vocational subjects will be admitted to all state normal schools and to the home economics course in the following colleges: New York State College for Teachers, Buffalo Normal School, Cornell University, Syracuse University, Russell Sage College.

ESTABLISHING A DEPARTMENT OF VOCATIONAL HOMEMAKING

In a city, a board of education has authority to establish a high school department of vocational homemaking but in a union free school district or a common school district, if it seems expedient to establish a department of homemaking, the question must be submitted to an annual or special district meeting. The resolutions should be voted upon either by ballot or by taking and recording the ayes or noes. The resolution to be submitted at each meeting may be in the following form:

Resolved, That the trustees or board of trustees of.....or board of education of union free school district no.....town of.....county of....., establish and maintain as a part of the public school system of such district a department of homemaking for the school year beginning August 1, 192...., and provide the necessary equipment and instruction therefor.

Soon after the resolution is adopted the board of education or trustees should provide for raising in the annual tax budget such a sum as may be necessary to carry out the provisions of the resolution. Immediate steps should also be taken to investigate the record of some woman who is competent to teach homemaking. The qualifications of teachers on page 10 furnish an idea of what is required.

ADVISORY BOARD

The law provides for the appointment by a board of education of an advisory board of five members to counsel with and advise school authorities in regard to the establishment and maintenance

of vocational schools. Women, experienced and talented in homemaking, should be chosen to serve as members of such advisory boards.

It is suggested that this board have stated meetings and be prepared to (1) advise in the organization of courses of study, (2) assist in the development of a proper understanding on the part of the school patrons concerning the work of the department in its relation to the community, (3) give practical talks at the school and assist with school exhibits and entertainments, (4) assist in the organization and supervision of the home project activities of high school pupils, and (5) promote in any other manner the interests of the department.

ORGANIZATION OF THE HOMEMAKING DEPARTMENT OR SCHOOL

The term "school" is defined by article 22 of the Education Law to include any department or course of instruction established and maintained in a public school for any of the purposes set forth in that article.

A high school department of vocational homemaking is to be considered an integral part of the organization of a public high school. Pupils in such a department recite their nonvocational subjects, such as English, history, economics, science and mathematics, in the same classes with pupils in other departments in the school. But the homemaking department shall be organized as a separate course or department with the groups of young women segregated for their homemaking subjects.

The first teacher of homemaking in a state-aided school may not teach any other classes than the state-aided classes, except in special cases and then after consultation with and approval by the Commissioner of Education. She may, however, have general supervision of all home economics work in the school system in order that a continuity of purpose may be preserved. The second teacher of homemaking in state-aided schools may devote part of her time to the teaching of elementary or other non-state-aided home economics classes with the understanding that the amount of state aid to be given shall be prorated on the basis of the amount of salary paid for teaching pupils in the homemaking department exclusively.

STATE AID

In the annual apportionment of the state school moneys, the Commissioner of Education will apportion to a city or school district maintaining an approved homemaking department a sum equal to two-thirds of the salary paid to the first teacher whose work is devoted exclusively to such homemaking instruction, but not exceeding \$1000 state aid.

For each additional teacher employed in connection with a homemaking department a sum equal to one-half of the salary paid to each such additional teacher will be apportioned, but not exceeding \$1000 state aid for each teacher. In the case of any teacher after the first, a pro rata quota may be obtained based on the amount of compensation paid for teaching exclusively pupils registered in a homemaking department, but not exceeding \$1000 in the case of any one teacher.

QUALIFICATIONS AND NUMBER OF PUPILS

A homemaking school may be organized if twelve pupils are enrolled in the department. The maximum number of pupils in a homemaking class shall be twenty-four and no class of less than six pupils shall be conducted unless it is an advanced class in a third or fourth year subject, or unless the school board authorities submit evidence showing that such condition is temporary in character. This regulation permits of the maintenance only of suitable sized classes in which the maximum of interest and inspiration may be sustained.

TIME REQUIREMENT

Each pupil in the homenaking department shall devote one double period (90 minutes) a day to homemaking subjects as outlined under the "Course of Study" and shall devote the equivalent of one 45-minute period a day to the planning and execution of a supervised home project in accordance with the regulations outlined under "Required Home Projects."

REGENTS CREDIT

Each year's work in homemaking subjects shall be accredited $7\frac{1}{2}$ Regents counts. The total number of Regents counts which

may be obtained for the four years of work in homemaking is 30, but 42 additional counts in academic subjects must be earned by pupils desiring an academic diploma.

The academic program may be planned according to the schedule advised on page 11. The required subjects are English, civics, science, mathematics and history. Pupils may elect, under guidance, from the general high school academic curriculum the remaining academic counts.

TEACHERS SCHEDULES

It is recommended that no homemaking teacher be required to devote more than three double periods ($4\frac{1}{2}$ clock hours) to actual class instruction each day, subject to the following special limitations:

1 A teacher of homemaking who has supervision of a lunch room during the luncheon hour is to be given free time during the teaching day to the equivalent of the noon session of the school.

2 A teacher of homemaking, who is also the home coordinator having supervision of the home projects, shall be released from teaching for the corresponding number of hours that she must devote after school or on Saturdays to such home supervision, which necessarily must be done outside of the regular school day.

3 The time of the first homemaking teacher is to be devoted *exclusively* to the teaching or supervision of homemaking subjects in the homemaking school. This precludes the supervision of a general study hall and the teaching of other than homemaking pupils. She may, however, have general supervision of all home economics work in the school system.

LOCATION AND HOUSING

The housing of the homemaking classes shall be in the high school building or a suitable building or rooms within an easy distance that shall not detract from the inspiration or interest in the work.

It is recommended that all rooms to be used for homemaking subjects be above ground level and that no room be of such a character that artificial lighting would be necessary or where proper ventilation and heating would not be possible.

In rural communities and where the classes in homemaking are small, one room may be utilized to house the homemaking depart-

ment. The room may be arranged into home units as kitchen, dining room, clothing and bedroom. The home units may be separated by using semibeaver-board partitions, or screens. Partitions may be omitted, however.

In larger communities two rooms should be provided. One room may be used as school kitchen and dining room, and the other room as clothing room and bedroom.

In many communities school buildings are overcrowded. Therefore it is necessary to secure quarters for some of the school work outside the school building. A house not only relieves the congestion in the school but presents many advantages for teaching homemaking. It provides rooms to be furnished by the classes, presents the problem of teaching housekeeping and house care, entertaining and serving groups of people and develops responsibility and initiative on the part of the girls. More group and problem solving work may be developed in the use of the various rooms of the house than in the school laboratory.

A detailed list of equipment will be sent to schools upon request to the Division of Vocational and Extension Education.

LIBRARY

A well-selected collection of books on the different phases of homemaking is absolutely necessary for successful classroom and project work. Every pupil should have some time scheduled for use of the library and should be encouraged to make use of the library books in and out of school. All projects should include a bibliography of reference books used. Several well-selected magazines are needed in the clothing, house-planning and decorating, and food classes, and also illustrative material and charts.

LUNCH ROOM

Nearly every school now conducts a lunch for school children. A separate room should be provided for this. Children should not be expected to eat their lunches in the school kitchen or homemaking rooms. The lunch room should adjoin the homemaking department, or should be made easily accessible.

EQUIPMENT

All equipment selected should approximate home conditions and should fit in to the community conditions and needs.

The kitchen, dining room and clothing units should first be equipped. Kitchen tables, stoves, cupboards and utensils should be the same as the average family uses, and not of individual type. The kitchen should be provided with hot and cold running water and sinks. Laundry tubs may be installed under the drain boards of the sink. The fuel selected should represent that used in the community. Two types should be chosen, gas and kerosene; or coal and gas. The tables, stoves and sinks should be arranged in groups or unit kitchens approximating home conditions and not follow the old-fashioned hollow square arrangement.

The dining room equipment should consist of a table, chairs, table linen, silver and china.

The clothing room should be provided with at least two tables for cutting, one machine for three or four girls, mirror and screen for fitting, cupboard, locker case or storage space for materials and unfinished garments, ironing board and iron.

The other rooms should be furnished in a simple way and should be a class problem, the girls selecting the furnishings for the rooms. Attractive and substantial furniture may be found in secondhand stores and some of it may be refinished by the classes.

Cooperation with the school nurse or any community organization owning nursing equipment should be secured for presenting work in home nursing and child care.

It is recommended that the science laboratory be used for teaching household science. Such equipment as blackboards, charts, bulletin board, reference books, etc. are considered a necessity.

QUALIFICATIONS OF TEACHERS

The success of the homemaking department is for the most part predetermined by the qualifications of the teacher, and the selection should be made with great care. The teacher should be able to obtain and to hold the confidence of the pupils and of the community, should have poise, character and a pleasing personality. Since two-thirds of the salary of the first teacher of homemaking will be paid by the State, the community can afford to secure a teacher of experience and to pay a salary high enough to employ a person well fitted to serve the local needs.

The following are the required qualifications for a teacher of homemaking in the high school:

1 No instructor will be eligible for appointment as a teacher of

homemaking in a state-aided department who has not completed a four-year course in home economics beyond the high school in an institution whose teacher-training course shall have been approved by the Commissioner of Education.

In addition, the teacher of homemaking shall have had practical experience in managing a home and shall have had actual experience in some commercial field related to the home activities.

2 A candidate who is a graduate of an approved four-year course but who is lacking in homemaking experience, or in experience in a commercial field, may be granted a temporary license pending the completion of such homemaking and commercial experiences.

SUGGESTED CURRICULUM FOR A HIGH SCHOOL COURSE IN HOMEMAKING

HOMEMAKING SUBJECTS	REGENTS COUNTS	ACADEMIC SUBJECTS	REGENTS COUNTS
<i>Ninth year</i>			
1 Elementary foods ($\frac{1}{2}$)		English	4
2 Elementary clothing and design ($\frac{1}{2}$)	7½	Science (biology)	5
		Art	4
<i>Tenth year</i>			
3 Lunch room and special cookery ($\frac{1}{2}$)	7½	English	4
4 Dressmaking and millinery ($\frac{1}{2}$)		Algebra	5
		¹ Civics	2
		Elective	2
<i>Eleventh year</i>			
5 House planning and decoration ($\frac{1}{2}$)		English	4
6a Household science — 10 weeks	7½	Geometry	5
b Dietetics, home nursing and child care — 10 weeks		History	5
<i>Twelfth year</i>			
7 Home management ($\frac{1}{2}$)		English	4
8 Advanced dressmaking and costume design ($\frac{1}{2}$)	7½	History	5
		² Chemistry or physics	5

¹ Wherever civics has been taught in the seventh and eighth grades as outlined in the Syllabus for Civics and Patriotism, it is not required as part of the academic course.

² Applied chemistry may be substituted for general chemistry.

NOTES CONCERNING THE CURRICULUM

The courses are arranged in semiyearly blocks with the aim of affording opportunity for as wide a range of instruction as possible

each year, for the pupils who may leave school before the completion of the course, but it is to be hoped that all girls will remain in school four years and complete the homemaking course.

One double period (90 minutes) a day is to be devoted to the homemaking subjects in school and a home project requiring the equivalent of one period a day (45 minutes) is to be completed as described under "Home Projects." Credit for the work each year is to be given only after completion of the project.

The sequence of courses during the four years may be adjusted to meet the needs of individual schools with the following exceptions: course 1 is a prerequisite to course 3; course 2 is a prerequisite to course 4; courses 2 and 4 are prerequisites to course 8; course 1 is a prerequisite to course 6 which should not be given until the pupils have had a foundation of general science, hence is better deferred until the third year.

It may be left to the discretion of the local administration as to the distribution of time to be devoted to courses assigned for each year. If so desired, homemaking 1 and homemaking 2 may be carried throughout the year by devoting two 90-minute periods a week one semester and three 90-minute periods a week the other semester to each course instead of carrying such course for one semester only. The same arrangement may be made for the courses outlined for the other, three years.

In small schools where there may be but one teacher of homemaking it will be necessary to alternate at least two years of work. If the entering class is large each year, it is recommended that the first and second year's work be given every year and alternate the third and fourth year's work.

In localities where the school system is organized on the 6-6 or the 6-3-3 plan with an intermediate or junior high school, the homemaking work done in the last year of the junior high school or intermediate school will follow the courses outlined for the ninth year and Regents credit will be given accordingly.

The household arts or home economics taught in the seventh and eighth years, whether organized in intermediate or junior high school or in elementary school, will be governed by the Regents regulations for elementary schools.

The home project shall be chosen along the line of the year's work in which instruction is being given and should grow out of class instruction.

The academic and homemaking subjects outlined under the suggested curriculum meet the Regents requirements for an academic diploma. The selection and sequence of academic subjects is left to the discretion of the local school administration subject to the approval of the State Education Department. It is recommended, however, that a science sequence be required.

COURSE OF STUDY

The content of a possible course of study is presented in a separate bulletin which may be obtained from the Division of Vocational and Extension Education upon application.

The foundation of this course is the work in home economics which is being given in the grades (5-8) in a large number of the schools of the State. In those high schools in which there has been no preliminary instruction, time must be devoted to the foundation work and an adjustment made of the suggested projects.

It is not intended to present in this bulletin a definite outline of topics to be covered in each subject but to give the broad content of principles to be taught and suggest projects to illustrate the principles. Each local community will adapt the practical phases to meet its own needs.

VOCATIONAL CONTENT

Girls who select this course will be trained to enter the vocation of homemaking. In addition, however, girls who are planning to engage in wage-earning occupations will receive prevocational training for many of the occupations growing out of home activities, such as: home economics teacher, nurse, dietitian, forewoman in dressmaking shop, forewoman in millinery shop, lunch room or cafeteria manager, institutional manager, saleswoman, nursery governess, professional shopper, food demonstrator, home economics extension worker.

HOME PROJECTS

The aim of the "home project" work is to give the pupil opportunity for carrying on at home some of the activities in which she is instructed in the school. The time devoted to the home project should be equivalent to at least 45 minutes of work for each school day. This time may be distributed over the days of the week or week-ends.

In planning the home project with the pupils the parents should be called into consultation as to the advisability of the type of project to be chosen.

To distinguish between "home project" and merely "home work" the following definition and description of "home project" is given:

The "home project" should be a piece of work to be done outside of school hours directly related to the subject matter of the course of which it forms a part. This piece of work should embody many of the principles of the subject taught, should involve a specific plan of procedure, should include a report of details and should be supervised. To illustrate: a "home project" to be carried on in connection with homemaking 1 might be the planning for and preparation of the three family meals Saturdays and Sundays for a series of four week-ends. This would include the planning of the meals, estimating costs, buying food materials, storage, cooking, serving, caring for left-overs and waste and the clearing away of dishes with a report of the same as to time involved, costs and standardization of food served.

The home project to be carried on in connection with homemaking 2 might be the wardrobe of a younger sister, following the same regulations as the food "home project." The work would include an inventory of the present wardrobe of the child, an estimate of new garments necessary, a description of these garments as to number, style, fabric and estimated cost; the construction of some specific garments depending upon the difficulty of construction; and the necessary repairing, brushing and pressing for the daily upkeep of the wardrobe with the required reports.

The scope of the project would determine whether it would be a semester's work or the work of a year, or more. The home project that will continue throughout a year's course will necessarily be of broader content, and will include a greater amount of constructive work than the home project that is carried for one semester only.

It is not necessary that the project be completed during the school year, as obviously some of the most valuable projects would be those carried out during vacations. If so, the projects must be carefully supervised by the teacher. Arrangements should be made to employ the teacher during the summer months.

Copies of a bulletin fully outlining the recommended project work

may be obtained from the Division of Vocational and Extension Education upon application.

REQUIRED REPORTS

Schools maintaining approved courses in vocational homemaking are required to file annually with the State Department of Education the following reports:

- 1 A preliminary statement of home projects in homemaking.
- 2 A final statement of home projects in homemaking.
- 3 The annual statistical and financial report.

Blanks may be obtained from the Division of Vocational and Extension Education. The pupils reported as carrying home projects are required to keep a detailed record of each project ready for inspection at any time. It is recommended that these reports be kept on file in the schools.

The claims for Regents credit for work in home economics should be accompanied by the final statement of home projects in homemaking.

EDUCATION LAW RELATIVE TO VOCATIONAL INSTRUCTION

Copies of article 22 of the Education Law, as amended to date, relative to vocational instruction, may be obtained upon application to the Division of Vocational and Extension Education. The law relates to general industrial, unit trade and technical schools, part-time or continuation schools, practical arts or homemaking schools and schools of agriculture, mechanic arts and homemaking.

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